

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

2.4.1.—From Field to Table



In this unit, students discover how food production and consumption took place long ago, compared with the processes used today. Using leveled readers, stories, maps, and photographs, students learn that food production involves the use of natural resources, farmers and ranchers, food processors, and distributors. They also explore how weather interacts with land and water resources to influence farming and food production. Students participate in activities that help them recognize the relationships among human needs, economic factors in the food production system, and the influence of food production on natural systems. Students learn that while humans have always and will always depend on natural systems, the ways in which people interact with natural systems change over time.

LESSONS

	RI.2.1	RI.2.3	RI.2.4	RI.2.5	RI.2.6	RI.2.7	RI.2.9	RI.2.10	RF.2.4	W.2.2	W.2.3	W.2.6	W.2.8	SL.2.1	SL.2.2	SL.2.3	SL.2.4	SL.2.5	SL.2.6	L.2.1	L.2.2	L.2.3	L.2.4
California Connections	✓	✓		✓				✓	✓					✓	✓	✓			✓				
1	✓	✓	✓	✓		✓		✓	✓				✓	✓	✓	✓			✓		✓		✓
2	✓	✓	✓			✓	✓						✓	✓		✓		✓	✓				✓
3	✓		✓	✓		✓				✓			✓	✓		✓			✓	✓	✓	✓	✓
4	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
5	✓		✓	✓		✓	✓			✓			✓	✓		✓			✓		✓		✓
Traditional Assessment			✓		✓								✓										
Alternative Assessment	✓					✓							✓					✓		✓	✓		

COMMON CORE STANDARDS

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking, and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 20–21 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class
- **Lesson 2:** Whole class, 2 groups, optional partners or small groups
- **Lesson 3:** Whole class
- **Lesson 4:** Whole class, partners
- **Lesson 5:** Whole class, partners

National Geographic Resources

- **Habitats** wall map (Lesson 5)
- **People and the Environment** wall map (Lesson 5)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students answer multiple-choice questions that assess students' achievement of the unit's learning objectives.	<p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language standards 4–6 for additional expectations.) CA</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>
Alternative Assessment	
Students create “movie” storyboards that demonstrate their proficiency.	<p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Capitalize holidays, product names, and geographic names. b) Use commas in greetings and closings of letters. c) Use an apostrophe to form contractions and frequently occurring possessives. d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>SL.2.5: ...add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>

Lesson 1: How Does California Grow?

Students read weather-related newspaper articles and identify the ways in which water, land, weather, and climate affect food production in California. They examine two maps and relate information found on the maps to food production in the state.



Session 1

Use this correlation in place of the **Procedures** on pages 38–39 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the Dictionary Workbook. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>RI.2.4: Determine the meaning of words and phrases...</p>
Step 1	
<p>Ask students for some examples of crops. Encourage students to identify what crops are used in their favorite foods. Ask students if they know what types of crops are grown in the state, county, or town where they live.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.6: Produce complete sentences when appropriate...</p>
Step 2	
<p>Ask students to give examples of different kinds of weather that they experience where they live. (<i>Examples might include hot, dry weather; cold, snowy weather; windy, rainy weather; foggy weather.</i>) Ask students for examples of how weather affects their daily lives. (<i>Weather affects how they dress, where they can play, and other answers.</i>)</p> <p>Tell students that climate is different from weather. Tell students that climate is often described by seasons; for example, an area might have hot, dry summers and cold, wet winters. Ask students how they would describe the climate where they live. Tell students that some crops like oranges grow best in one kind of climate, while other crops like avocados grow best in a different kind of climate.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.6: Produce complete sentences when appropriate...</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Tell students that climate changes very slowly over many, many years, but that weather can change very quickly, sometimes in less than a day. Ask students, “What kind of weather they think affects crops as they grow?” (<i>Answers will vary but may include too much rain, too much sun or heat, ice or snow, or very cold weather.</i>) Explain to students that they are going to take a look at a newspaper that has reports about weather and crops that are grown in California.</p> <p>Distribute a copy of the California Connections: The California Weather Connection newspaper to each student. As a class, read through the first article, “Rain, Rain, Go Away!” When done with the article, ask the class, “Why is rain important to farmers?” (<i>Rain is water, and crops need water to grow.</i>) Write “water” on the board and then ask, “What if there is too much rain?” (<i>The water covers the plants and ruins them; the fruit breaks open on the trees.</i>)</p> <p>Have students turn the page and read the next article, “Rain, Rain, Come Today!” in the California Connections: The California Weather Connection newspaper. Ask students to describe what too little rain means for farms and crops. (<i>No rain means not enough water for the farms and the crops will die.</i>) Ask, “What about farming is changing in case of a drought?” (<i>Farmers are learning to grow crops that use less water, or growing crops in ways that use less water.</i>)</p>	<p>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read on-level text with purpose and understanding. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate...</p> <p>Suggestion: Ask students to point out and explain various text features (e.g., captions, bold print, subheadings) in the newspaper. This will address standard RI.2.5.</p> <p>RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>
Step 4	
<p>Have students turn to the next page in the California Connections: The California Weather Connection newspaper and read “Brrr! It’s Cold Outside!” as a class. When done reading, ask students, “Why is temperature important to farming?” (<i>Because if it is too cold, the crops will freeze and be ruined and fruit trees can be hurt.</i>) Ask students what farmers can do if the temperature goes down. (<i>They use heaters and fans to keep the crops and trees warm, and they can pick the fruit before it freezes.</i>)</p> <p>Read the last article, “Wind!” together. When done reading the article, ask students why wind can be a problem for farms. (<i>If the wind is too strong, it can blow away the topsoil that plants need to grow. This means farmers cannot plant crops on some lands.</i>) Write “soil” on the board near “water.”</p>	<p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.10: ...read and comprehend informational texts...in the grades 2–3 text complexity band proficiently...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.2: Recount or describe key ideas or details from a text...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate...</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>Explain to students that through these articles they have seen that water and soil are very important to farming. Ask students what else is very important to farming. (<i>The right temperature and the right soil.</i>) Tell students that natural resources such as water and soil, and weather and climate, which control the temperature and wind in an area, are all necessary to grow the crops we use. Explain that in the next session, they will be looking at maps of California to see where all these conditions are “right” for growing the crops that make our favorite foods.</p> <p>Gather the California Connections: The California Weather Connection newspapers from students for use in the next session.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate...</p>

Session 2

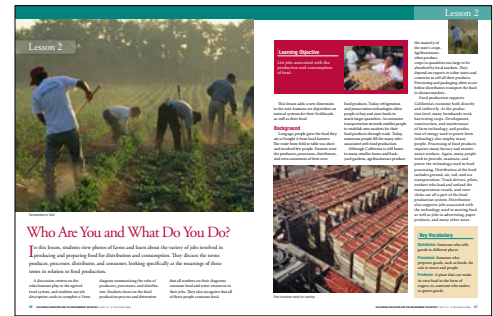
Use this correlation in place of the **Procedures** on page 40 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Hold up a copy of the California Connections: The California Weather Connection newspaper and ask students what farmers depend on from the environment to help them grow crops. (<i>Water, soil, temperature, and weather and climate</i>) Tell students that farmers know to grow crops in areas that have the right climate and the resources they need.</p> <p>Project Climate Zones of California (Visual Aid #1). Read over the key with students. Have students identify some of the climate zones in the state.</p> <p>Point out the area where students are located on the map and identify the climate zone they are in. Have them compare the climate they are in to the climate in other areas. Ask students how the climates in the areas are alike and how they are different.</p> <p>Tip: Download Visual Aids #1–3 for easy access during the lesson from http://californiaeei.org.</p>	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i>...</p> <p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.5: Know and use various text features...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 2	
<p>Project Crops of California (Visual Aid #2) and help students locate the area they live in and the crops that are grown in or near that area.</p> <p>Project Climate Zones and Crops of California (Visual Aid #3). Ask students if they see a pattern in the climate of an area and the types of crops grown. (Use the avocado as an example.) Ask students, "What is the climate where avocados are grown?" (<i>Warm places where it does not get too cold in any season.</i>) Repeat the process for two other crops shown on the map.</p>	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i>...</p> <p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.5: Know and use various text features...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 3	
<p>Use the following questions to guide a class discussion about climate, weather, and growing crops:</p> <ul style="list-style-type: none"> ■ How does knowing about climate help farmers? (<i>It helps them know what crops will grow best in an area.</i>) ■ Why are so many kinds of crops being grown in California? (<i>California has many different climates.</i>) ■ What are some things that can hurt crop production? (<i>Heavy rains, drought, freezing temperatures, and strong winds can hurt crop production.</i>) 	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i>...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Distribute a copy of the California Connections: The California Weather Connection newspaper. Distribute a Student Workbook to each student. Tell students to turn to Climate, Weather, and Crops (Student Workbook, page 2). Read aloud the directions and, if time permits, complete Climate, Weather, and Crops as a class. Ask students to use examples from the articles in the California Connections: The California Weather Connection newspaper in their answers.</p> <p>Gather the California Connections: The California Weather Connection newspapers.</p> <p>Collect Student Workbooks and use Climate, Weather, and Crops for assessment.</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary 	<p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p> <p>W.2.8: Recall information...to answer a question.</p>

Lesson 2: Who Are You and What Do You Do?

Students discuss food production processes and analyze photos of related jobs. Students work in groups to match job descriptions to the work titles of producers, processors, or distributors.



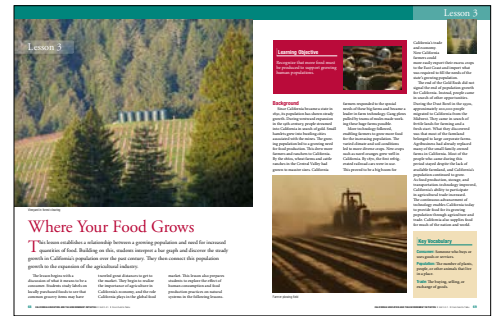
Use this correlation in place of the **Procedures** on page 50 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>RI.2.4: Determine the meaning of words and phrases...</p>
Step 1	
Write the words "Producer," "Processor," and "Distributor" on the board. Ask students, "Who grows or raises the food we eat?" (<i>Farmers, ranchers, and gardeners</i>) Write students' answers on the board below the word "Producer." Explain that the steps taken to change wheat to bread are called a process. The people who take part in the process are processors. Ask students, "What do we call the person who grinds the wheat?" (<i>Miller</i>) "What do we call the person who turns the flour into bread?" (<i>Baker</i>) Record these answers below the word "Processor" on the board. Ask students how the food gets from the factory to the table. Ask, "What do we call the person who delivers the food?" (<i>Truck driver</i>) "What do we call the person who sells the food?" (<i>Salesperson, vendor, clerk</i>) Record student answers below the word "Distributor" on the board.	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 2	
<p>Display Producers, Processors, and Distributors (Producer, Information Cards #1–2) to the class. For each photograph, ask students, "What is occurring in this picture? What job is being done?" (<i>The farmer is harvesting the corn that was grown; the rancher is herding the cattle that are growing on the ranch.</i>)</p> <p>Display Producers, Processors, and Distributors (Processor, Information Cards #3–4) on the board. For each, ask students, "What is occurring in this picture? What job is being done?" (<i>The miller is pouring a sack of something into a machine; the baker is rolling the dough into shapes before baking it in the oven.</i>)</p> <p>Display Producers, Processors, and Distributors (Distributor, Information Cards #5–6) on the board. For each photograph, ask students, "What is occurring in this picture? What job is being done?" (<i>The truck driver is moving food from one place to another in a truck; the vendor is selling vegetables to customers at a market.</i>)</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p> <p>Suggestion: Ask students to draw a picture of a producer, processor, or distributor and have them explain what job is being done. This will address standard SL.2.5.</p> <p>SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Tell students that they are going to play a game called, “Name That Job!” Divide the class into two teams.</p> <p>Erase the jobs under the words “Producer,” “Processor,” and “Distributor” on the board. Hold up the bag with the prepared Job Descriptions (Information Cards #7–16) in it and tell students that their team will work together to match the cards in the bag to a job people do in producing food.</p> <p>Call on students from each group to choose a card from the bag, read it aloud to their group, and have the group decide where to place the card— under “Producer,” “Processor,” or “Distributor.” Alternate turns between groups until all the cards have been properly placed on the board under the correct heading. (Note: An Answer Key and Sample Answers for Job Descriptions are provided on pages 51–53.)</p> <p>Give each team 1 point for each job correctly placed on the board. The team with the most points is the winner.</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 4	
<p>At the end of the game, ask students, “How are the jobs (<i>producers, processors, and distributors</i>) discussed in this lesson alike?” (<i>They all help provide food for people.</i>)</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 5	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Working in Food Production (Student Workbook, page 3). Read aloud the instructions and allow time for students to complete Working in Food Production.</p> <p>Collect Student Workbooks and use Working in Food Production for assessment.</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>W.2.8: Recall information...to answer a question.</p> <p>Suggestion: <i>You may choose to have students work with a partner or in a small group.</i></p>

Lesson 3: Where Your Food Grows

Students interpret a bar graph and conclude that the population of California has grown over time. They participate in a problem solving discussion to determine how population growth and food production are related.



Use this correlation in place of the **Procedures** on pages 72–73 of the Teacher’s Edition.

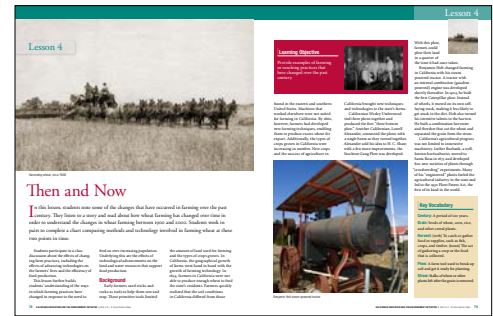
Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>RI.2.4: Determine the meaning of words and phrases...</p>
Step 1	
Tell the class you want to plan a pizza party. Select three students from the class and write their names on the board. Tell the class those three students will be your guests, and you will order one pizza for the party. Draw a pizza on the board. Divide the pizza into eight slices. Ask students, “How many pieces will everyone at the party get from the pizza?” (<i>Two each</i>)	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 2	
Ask students if anyone else would like to attend the party. Write six more names on the board. Count the number of people at the party (<i>guests and host</i>) and compare it to the number of slices from the one pizza. Ask, “Will there be enough pizza?” (<i>There will be ten people, but eight slices... not enough!</i>) Ask students what you need to do. (<i>Order another pizza.</i>) Draw a second pizza on the board, and divide it into eight slices. Ask if there is enough food now for all of the guests. Repeat the process several times, increasing the number of guests to the party each time, before “ordering” another pizza with eight more slices.	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 3	
Ask students what you needed to do each time the number of guests at the party increased. (<i>Order more food.</i>) Ask students why you needed to order more food. (<i>As the number of people at the party increased, the amount of food needed to feed the guests increased.</i>) Project California Population Bar Graph (Visual Aid #4), showing the population growth in California. Ask students to tell you the population of their row (<i>or group</i>) in the class. Ask students to identify the population of the whole class.	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
<p>Tip: Download Visual Aid #4 for easy access during the lesson from http://californiaeei.org.</p>	

Procedures	Common Core Standards and Applications
Step 4	
Remind students how a bar graph works (<i>the bars show population; the bottom of the graph shows when in history that number of people lived in California</i>). Explain that the first bar stands for the number of people living in California in 1850. The second bar stands for the number of people living in California in 1900. The third bar stands for the number of people living in California in 1950. The fourth bar stands for the number of people living in California in 2000. Ask students what happened to the population of California over time. (<i>It grew.</i>) Ask students if the people's need for food increased or decreased as the population grew. (<i>Increased</i>)	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.5: Know and use various text features...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 5	
Ask students if their community grows or makes all of the foods they consume. (<i>No</i>) Where does the food come from? (<i>From other places. It is brought to our community by distributors and sold in stores and markets.</i>) Tell students this is an example of trade. Trade is the selling, buying, or exchanging of goods. Many places trade with other places to get the goods they do not have. Sometimes people trade one thing for another thing. Sometimes people trade money for the item that they want. This is the kind of "trade" students' families make when they buy food at the store—they trade money for the food the store has.	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 6	
<p>Display the food containers that students have brought into class.</p> <p>Tip: Send home a note the week prior to have students bring in clean, empty food containers.</p> <p>Tell students to select a container and find out where the food was produced or processed. Show students where to find the information about where the food was grown or made.</p> <p>On the wall map of the United States, have students place their container on the approximate location of where the food was grown or made. (In lieu of having students place the containers on the wall map, place a self-adhesive note with the name of the food on the appropriate place on the wall map.)</p> <p>When all the food containers have been placed in their correct approximate locations, ask the class, "How many of these foods were made or processed in California?" (Answers will vary.) "What does this show about how California feeds the number of people that live here?" (<i>It grows some foods and trades for others.</i>) Encourage students to think about the distribution system for food. Ask, "How did all these foods get to California? Do you think they came by truck, train, ship, or plane? Which foods came from farthest away?" (Answers to all will vary depending on the foods represented.)</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.5: Know and use various text features...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p> <p>Suggestion: Ask students to write an informative/explanatory paragraph that explains how the food they brought in the container made it from field to table. This will address standards L.2.1, L.2.2, L.2.3, and W.2.2.</p> <p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

Procedures	Common Core Standards and Applications
Step 7	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to California Population and Food Quiz (Student Workbook, pages 4–5). Tell students to look at the bar graph and answer the questions.</p> <p>Collect Student Workbooks and use California Population and Food Quiz for assessment.</p>	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how...</i></p> <p>RI.2.5: Know and use various text features...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>W.2.8: Recall information...to answer a question.</p>

Lesson 4: Then and Now

Students listen to a fictional story about a girl making bread a century ago. They examine photos of the process used today to make bread and complete a graphic organizer. Then, they read about how wheat farming has changed over time.



Session 1

Use this correlation in place of the **Procedures** on page 82 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>RI.2.4: Determine the meaning of words and phrases...</p>
Step 1	
<p>Tell students people have farmed for a very long time, but the ways in which people have farmed have changed over time. Explain that students are going to listen to a story about farming wheat and making bread a century ago. Tell students to think about what might be different in the wheat farming and bread making processes today, compared to 100 years ago.</p> <p>Read No Help for Helen (script on pages 84–85) as you project the No Help for Helen (Visual Aids #5–11) presentation.</p> <p>Tip: Download <i>Visual Aids #5–11</i> for easy access during the lesson from http://californiaeei.org.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p>
Step 2	
<p>Facilitate a class discussion about the story using the following questions:</p> <ul style="list-style-type: none"> ■ What resources did Helen use to grow wheat? (<i>Soil, water, sun</i>) ■ What happened to the wheat that Helen harvested? (<i>Helen took it to a mill to have it ground into flour.</i>) ■ What is a mill? (<i>A place where there is a machine that grinds the wheat grains up into powder.</i>) ■ What did Helen do with the flour? (<i>She used it to make bread.</i>) <p>Project again the illustrations from No Help for Helen, in any order. Ask students what details in the pictures show that the story happened a long time ago. (<i>Clothing, tools, transportation</i>) Ask students if the pictures would look the same if the story took place today. (<i>No</i>) Ask, “What would be different?” (<i>Clothing, tools, transportation</i>)</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.2: Recount or describe key ideas or details...</p> <p>SL.2.3: Ask and answer questions...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p> <p>Suggestion: Have students compare and contrast No Help for Helen and The Little Red Hen. This will address standard RI.2.9.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Ask students what the name of the mill was where Helen took her wheat grains. (<i>Dr. Bale's mill</i>) Tell students that the Bale Grist Mill is a famous place in California, where people can still see how people ground wheat into flour a century ago.</p> <p>Display The Bale Grist Mill (Information Cards #17–26) in order to show students the process that would have been followed in making Helen's wheat into flour. Explain that more modern mills do the same thing; they just use different machinery (<i>and energy sources</i>) to grind the wheat grains into flour.</p> <p>Tell students that farmers in California still grow wheat today, and the wheat grains are still ground into flour to make the bread, cereal, and noodles we eat, but the way the wheat is grown and processed has changed over time. Explain that in the next session they will be looking at how the farming of wheat has changed.</p> <p>Optional if time permits:</p> <p>Give each student a copy of The Bale Grist Mill reader. Ask students to read it, independently or as a class, to reinforce their understanding of the steps in processing grains into flour.</p> <p>Gather The Bale Grist Mill readers if used.</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>Suggestion: Completing the optional section by reading The Bale Grist Mill reader addresses standard RI.2.10.</p> <p>RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Suggestion: Ask students to create a narrative in which they recount the sequence of events in processing grains into flour. This will address standards SL.2.2, SL.2.4, and W.2.3.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

Session 2

Use this correlation in place of the **Procedures** on page 83 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Organize students into pairs. Give each pair a copy of the Wheat Farming: Then and Now reader and a piece of drawing paper. Tell students they will be reading about wheat farming in 1900 and how it has changed over the years.</p> <p>Tip: Pair students with less reading ability with more able readers to provide students with support, or teacher may read with a small group of less able readers.</p>	n/a
Step 2	
<p>Ask the students what kinds of changes in farming they think they will be reading about. (Answers will vary.) Point out the "1900" and "2000" headings on the pages in the reader. Tell students to fold the piece of blank (drawing) paper in half and write "Then" on the top on one side, and "Now" on the other side. Explain that students should work together to draw or write about the different ways things were done to produce wheat over time on the folded paper. Have students read Wheat Farming: Then and Now with their partners.</p>	<p>RI.2.3: Describe the connection between a series of historical events...</p> <p>RI.2.6: Identify the main purpose of a text...</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10: ...read and comprehend informational texts...in the grades 2–3 text complexity band proficiently...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>

Procedures	Common Core Standards and Applications
Step 3 <p>After students have read about wheat farming, use the following questions in a class discussion:</p> <ul style="list-style-type: none"> ■ How did the invention of new machines change farming? (<i>Farmers could do many jobs faster with the new machines.</i>) ■ Farmers could communicate with more people and get more information. Food could be sent to many new places. Fewer workers were needed to run the farm. ■ If tractors worked much faster than horse-drawn plows, why didn't all of the farmers use tractors in 1900? (<i>They cost too much.</i>) ■ What is the same about many of the new machines used today in wheat farming, such as the seed drill and combine, for example? (<i>The machines do more than one job.</i>) ■ What kind of information have farmers always needed to know—both then and now—to help them decide what types of crops to grow and when to plant them? (<i>They have always needed to know about the soil, the water, the climate, and weather.</i>) 	
Step 4 <p>Redistribute the students' individual Student Workbooks. Tell them to turn to How Has Farming Changed? (Student Workbook, pages 6–8). Read aloud the instructions and questions and give students time to provide a written response to each.</p> <p>Gather the Wheat Farming: Then and Now readers.</p> <p>Collect Student Workbooks and use How Has Farming Changed? for assessment.</p>	
	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p> <p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>SL.2.5: ...add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8: Recall information...to answer a question.</p> <p>Suggestion: <i>If students have access to technology, allow them to locate illustrations on the Internet to support their answers. This will address standard W.2.6.</i></p> <p>W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Lesson 5: Choices and Changes

Students analyze drawings of a natural area and a natural area being used by humans. Students then complete a puzzle and discuss the changes in the natural area that might occur through interaction with humans.



National Geographic Resources

- **Habitats** wall map
- **People and the Environment** wall map

Use this correlation in place of the **Procedures** on pages 112–113 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words... RI.2.4: Determine the meaning of words and phrases...
Step 1	
Have students think back to the story <i>No Help for Helen</i> . Ask students what natural resources farmers count on to produce food. (<i>Soil, water, sunlight, weather/climate, seeds, insects, air</i>) Ask, “How would building a farm, or a grocery store, where there was not a farm or grocery store before, change the natural resources in that place?” (<i>Space for animals would change; the plants might get cut down; the animals would leave; the types of plants would change; the water sources would change.</i>)	SL.2.1: Participate in collaborative conversations with diverse partners... SL.2.3: Ask and answer questions... SL.2.6: Produce complete sentences when appropriate to task...
Step 2	
Point out the Habitats wall map and explain to students that the habitats in California are the places where all kinds of plants and animals live and meet their needs, using the resources around them. Ask students for examples of the needs of living things. (<i>Food, water, light, air</i>) Have students look carefully at the People and the Environment wall map and identify the lands used for farming and ranching. Help them use the map key to identify the areas where these activities take place. Have them identify the urban areas on the wall map where grocery stores, food processing factories, and markets are. Explain to students that these are lands where people are using the resources to produce, process, and distribute the food people eat. They are also the places where people are using the resources that other animals and plants need to live.	RI.2.5: Know and use various text features... RI.2.7: Explain how specific images...contribute to and clarify a text. SL.2.1: Participate in collaborative conversations with diverse partners... SL.2.3: Ask and answer questions... SL.2.6: Produce complete sentences when appropriate to task...

Procedures	Common Core Standards and Applications
Step 3	
<p>Project Natural Valley (Visual Aid #12). Ask the students to identify what they see in the picture. (<i>Trees, river, flowers, rabbits, deer, mice, and rocks</i>) Ask students if they see any natural resources in the valley that might be useful on a farm. (<i>Water, soil, flat ground</i>) Tell students that they are going to work with a partner to see this valley change.</p> <p>Suggestion: Download Visual Aids #12–13 for easy access during the lesson from http://californiaeei.org.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 4	
<p>Divide students into pairs. Distribute a copy of Natural Valley (Information Card #27) to each pair. Give a set of prepared pieces of the Changing Valley Puzzle (Teacher's Masters, page 2) to each pair. Have each pair assemble the Changing Valley Puzzle next to the Natural Valley.</p> <p>Have students talk with their partners and compare the valley when it was natural with the valley after the farm was made. Ask, "What is different?"</p>	<p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>Use the following instructions and questions to discuss the changes to the valley. Project Changing Valley (Visual Aid #13) as you give the instructions and ask the questions.</p> <ul style="list-style-type: none"> ■ Put the barn and house puzzle piece in the upper right corner of the Natural Valley. Ask, "What changes were made to the valley?" (<i>Trees and flowers were cut down. Some soil may wash into the water.</i>) ■ Put the field of crops puzzle piece below the barn and house. Ask, "What changes were made to the valley?" (<i>Flowers and trees were removed. Butterflies left because they had no flowers.</i>) ■ Put the correct puzzle piece beneath the field of crops. Ask, "What changes were made to the valley?" (<i>We did not see any changes.</i>) Ask, "But was anything different?" (<i>The snake and mice and mushrooms are gone.</i>) Why? (<i>Maybe, because they lost their food and shelter.</i>) ■ Put the puzzle piece with the dam next to the barn and house. Ask, "What changes were made to the valley?" (<i>Water covered some of the land. Then, plants and animals could not live there. The farmer had water to help his plants grow.</i>) ■ Put the farmer and tractor puzzle piece next to the dam. Ask, "What changes were made to the valley?" (<i>More trees and grasses are cut down and the deer do not have good places to hide and feed.</i>) ■ Put the logs puzzle piece below the farmer and tractor. Ask, "What changes were made to the valley?" (<i>Flowers and trees were cut down. The rabbits do not have a good place to hide and feed.</i>) ■ Put the river puzzle piece on the puzzle. Ask, "What changes were made to this part of the river?" (<i>I do not see any.</i>) 	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners...</p> <p>SL.2.6: Produce complete sentences when appropriate to task...</p>
Step 6	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Looking at Change (Student Workbook, pages 9–10). Read aloud the questions and allow time for students to complete Looking at Change.</p> <p>Gather the Natural Valley information cards and sets of Changing Valley Puzzle pieces from each pair of students.</p> <p>Collect Student Workbooks and use Looking at Change for assessment.</p>	<p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>...</p> <p>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8: Recall information...to answer a question.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Capitalize holidays, product names, and geographic names.
 - b) Use commas in greetings and closings of letters.
 - c) Use an apostrophe to form contractions and frequently occurring possessives.
 - d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

Reading Foundational Skills Standards

- **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
 - a) Read on-level text with purpose and understanding.
 - b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Informational Text

- **RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (**See grade 2 Language standards 4–6 for additional expectations.**) **CA**
- **RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.
- **RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening Standards

- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Speaking and Listening Standards (continued)

- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Writing Standards

- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.